

ST JOHN PAUL II CATHOLIC PRIMARY SCHOOL



Behaviour Management Policy

Review Due 2022

Rationale:

St John Paul II Catholic Primary School endeavours to create a safe learning community based on Gospel values. We believe that all students have the right to feel safe and to learn. No student has the right to choose behaviour that infringes upon the rights of others. Learning outcomes can be positively influenced by appropriate behaviour and conversely affected by inappropriate behaviour.

Parents are the first educators of their children. As a staff, we believe that home and school must share responsibility for teaching children appropriate behaviour. By working together we can increase the probability that students will learn responsibility and respect for themselves, others and their environment.

Most students behave responsibly most of the time. Some students however may err in their judgement of what is acceptable behaviour. The behaviour management policy is designed to assist students to understand that appropriate choices contribute positively to their learning while inappropriate behaviour incurs consequences and impacts in a negative manner. Students will be encouraged to acquire and apply more acceptable alternatives.

Established rules:

- Treat each other with respect.
- Treat all property with respect (school, personal, others).
- Remain within school boundaries at all times, or within areas designated by school staff.
- Students follow staff instructions at all times.

Principles:

As a *Catholic* school St John Paul II Catholic Primary aims to promote Christ like behaviour in all members of its community through...

- Creating a positive, safe learning environment within the whole school so that all members interact ***in harmony***.
- Fostering self-discipline and outlining clear responsibilities to be followed by all staff and students.
- Ensuring staff are aware of individual as well as whole school behaviour management plans.
- Providing a supportive environment in which we “care about each other and help each other learn”.
- Adoption of the school wide “You Can Do It” behaviour guidelines, promoting use of the five Keys... to be “organised, persistent, resilient, confident and get along”.
- Active use of collaborative learning (Kagan) practices in the classroom.
- Parents/Guardians need to be kept informed of student behaviour both positive and negative.
- It is the responsibility of all members of the school to ensure appropriate staff members are informed about a student’s behaviour. (All members of St John Paul II Catholic Primary include teachers, parents and friends, students, employees, visitors and parish members.)

Procedures:

Procedures are agreed to responses for handling specific behaviour. They can be formal (a standard approach) or informal, that is a range of techniques that the staff member can utilise so as to encourage positive behaviour or prevent inappropriate behaviour from continuing or escalating.

Informal school and classroom procedures...

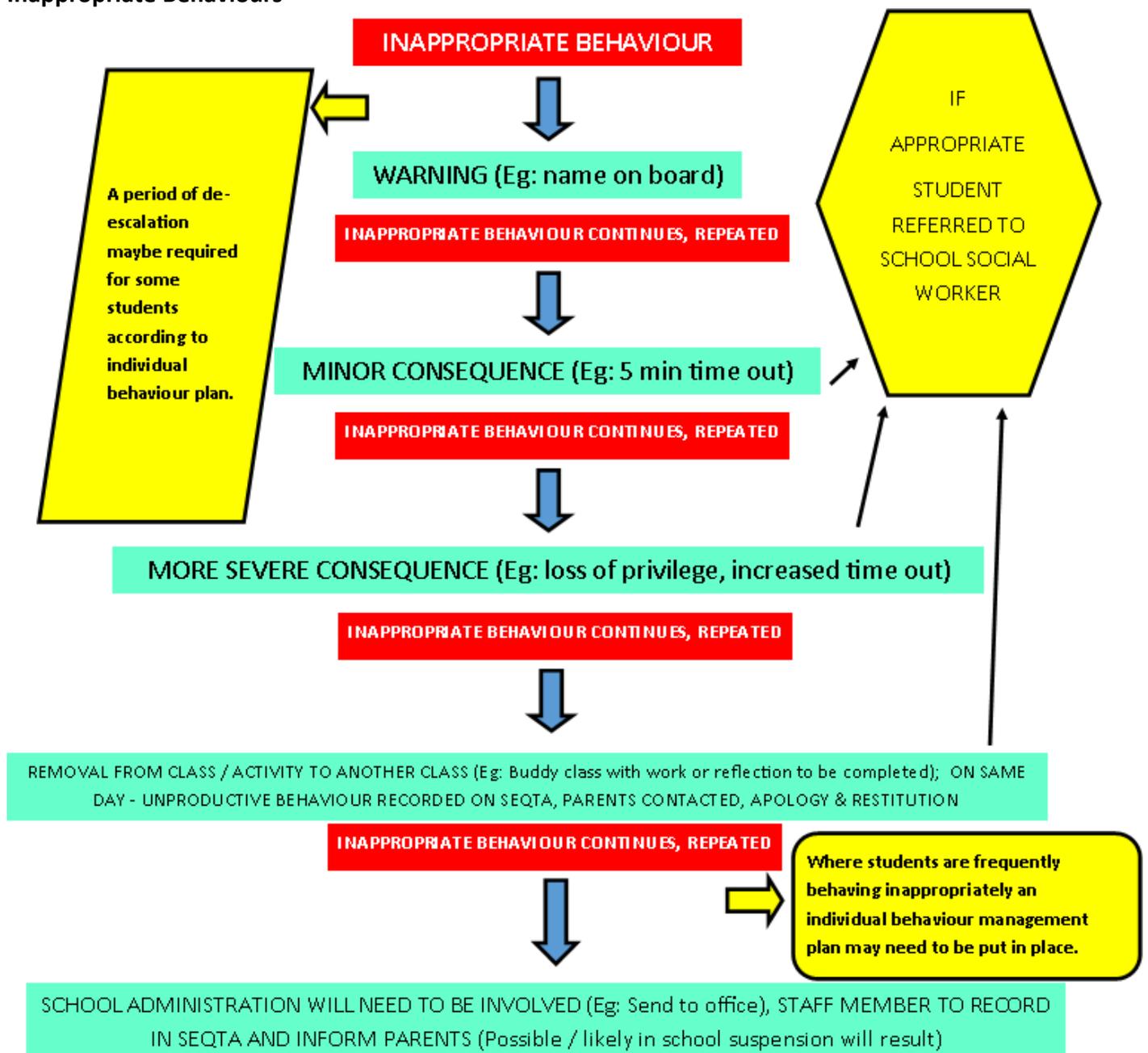
Teachers will select an appropriate response according to the particular situation.

Formal classroom and school wide procedures...

Positive behaviour will be acknowledged through

- verbal praise or acknowledgement.
- class incentives and rewards
- fortnightly Merit certificates (name published in The Grove)
- assemblies
- visit Principal / leadership team

Inappropriate Behaviours



- If a student chooses to misbehave they are given one explicit warning.
- If a student chooses to continue with their inappropriate behaviour the teacher issues a minor consequence related to the behaviour.

- If a student chooses to disregard this warning and consequence, they are issued with a second, more severe consequence.
- In the event that the student continues to show disregard for warnings and consequences they may be removed from the classroom /activity to another classroom. This is recorded on the school database ("SEQTA") and is immediately accessible to all staff. Parents will need to be informed of the behaviour.
- If appropriate the student may be referred to the school social worker to discuss their behaviour.
- If the behaviour continues then school administration and the parents will need to be involved. On some occasions this may result in in-school suspension. (See 'Internal Suspensions' below)
- If inappropriate behaviour was to occur on a school excursion then admin staff and parents will be informed on return to school.
- If a situation arises where a child's inappropriate behaviour escalates quickly or the first inappropriate response is one of violence, crude and/or offensive language or the complete disregard of a staff member's instruction and may impact on the safety of the student or others then the immediate response would be to contact members of the admin team and the parents.
- If a child was to **continually** make inappropriate responses e.g. on- going bullying, use inappropriate language without any effort made to curb these responses, then members of the admin team and parents are to be contacted at the **first instance** that the behaviour is observed each day.
- Children who walk out of a room without the teacher being appropriately informed - immediate response would be to contact members of the admin team and the parents (nb: There will be cases where some students will have specific procedures and consequences to be used written into ieps, iaps)
- The buddy class or office may be seen as a reward for some students - in such instances the staff member, admin team and parents may need to find an alternative consequence. (It is important, firstly, to ensure that those in the learning environment are not distracted)
- For unusual situations or those not clearly identified in the policy, speak with other staff members to reach a consensus on appropriate ways to deal with the misbehaviour.

INTERNAL SUSPENSION

There may be instances where the standard process for dealing with inappropriate behaviour will not be used. Eg:

Threatening behaviour toward other students or staff

Verbal abuse such as swearing aggressively

Physical violence toward another student / staff member

Ongoing defiance of a staff member's instruction after provision of a period of de-escalation

At the Principal's discretion and in consideration of the child's age and level of awareness, behaviours like those mentioned here may result in an internal suspension.

EXTERNAL SUSPENSION

At the Principal's discretion and in consideration of the child's age and level of awareness, if there is repeated inappropriate behaviour after a short period following an internal suspension an external suspension may need to be issued (to a maximum of ten days).

After an external suspension and before the student returns to school the individual behaviour management plan for the student concerned will be reviewed.

Prior to the student returning to school parents need to meet with the Principal to discuss and reiterate expectations and make clear any amendments made to the student's individual behaviour management plan. An internal suspension may follow an external suspension to allow a period of transition and to ensure the student is aware of expectations and ready to re-enter a classroom learning environment.

Expectation for parents to be available to be contacted

It is an expectation that parent contact details are provided to the school along with an emergency contact.

Reviewed 2019